

A group of children, mostly young, are standing in a circle on a grassy field, holding hands. They are wearing casual summer clothing like t-shirts and shorts. The background is bright and slightly out of focus, suggesting an outdoor setting with trees and sunlight.

Extended Learning Funding Available Through TN DoE

How to Develop a Winning Proposal Basic Grant Writing Techniques

Visit the web at:

<http://www.tennessee.gov/education/learningsupport/extendedlearning.shtml>

or contact

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21st Century Community Learning Centers in No Child Left Behind Act 2001 (NCLB)

Originally funded by direct grants from the US Department of Education, administration of 21st Century Community Learning Centers (21st CCLC) programs was transferred to State Departments of Education under NCLB.

21st CCLCs provide students with opportunities for academic enrichment, youth development and family support during non-school hours or at times when school is not in session.

A group of diverse children, including boys and girls of various ethnicities, are standing in a circle on a grassy field, holding hands. They are wearing casual summer clothing like t-shirts and shorts. The background is bright and slightly out of focus, suggesting an outdoor setting with trees.

Eligible Applicants

In addition to local educational agencies (LEAs), community-based organizations (CBOs), faith-based groups, and other public or private organizations can apply for funding.

Non-LEAs ***must*** collaborate with the school(s) of the students to be served.

A group of diverse children, including boys and girls of various ethnicities, are standing in a circle on a grassy field. They are all holding hands, suggesting a community or team-building activity. The children are wearing casual clothing like t-shirts and shorts. The background is bright and slightly out of focus, showing more children and greenery.

Eligible Participants

- Grants will be awarded to programs that will primarily serve students who attend schools with a high concentration of low income students.
- Competitive priority will be given to proposals to serve students attending schools that have been identified for improvement.
- Services may be provided for adult family members of participating students only.

A group of children, mostly of elementary school age, are standing in a circle on a grassy field. They are holding hands, suggesting a team-building or group activity. The children are wearing casual clothing like t-shirts and shorts. The background is bright and slightly out of focus, showing more children and greenery.

Project Focus

Projects must provide academic enrichment activities designed to help students meet state and local standards

and

Must be based on rigorous scientific research.

A faded background image showing a group of children standing in a circle on a grassy field, holding hands. The children are wearing casual clothing like t-shirts and shorts. The image is semi-transparent, allowing the text to be overlaid.

Approved Activities

- Remedial education
- Academic enrichment
- Math & Science activities
- Arts & Music activities
- Limited English Proficient classes
- Tutoring & Mentoring programs
- Assistance to students who have been truant, suspended or expelled
- Recreational activities
- Technology programs & telecommunications
- Expanded library hours
- Parent involvement & family literacy activities
- Drug & Violence Prevention
- Counseling programs
- Character Education
- Entrepreneurial education

A group of children, mostly of African descent, are standing in a circle on a grassy field, holding hands. They are wearing casual clothing like t-shirts and shorts. The background is slightly blurred, showing more children and trees. The overall tone is bright and positive.

Grant Awards

Funding Range of \$50,000 - \$110,000 per site

(National average is approximately 225 children per site or about \$500 per child)

Matching funds are **not** required

3 - 5 year grant cycle

- Minimum 3 year grant
- Programs making adequate progress may have grants extended two additional years

A background image showing a group of children of various ethnicities holding hands in a circle on a grassy field. The image is slightly faded to allow the text to be read clearly.

Accountability

- Proposals must address the improvement of state academic achievement standards
- Proposals must address the improvement of student performance indicators (ie- attendance, retention, dropouts, suspensions, expulsions and graduation rates)
- Proposals must address the Principles of Effectiveness
- Proposals must address the Performance Indicators developed for 21st CCLC programs
- Programs must be evaluated to assess the progress towards achieving the goals of the project

Principles of Effectiveness

A program or activity developed must meet the principles of effectiveness:

- (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

A group of diverse students, including boys and girls of various ethnicities, are standing in a circle on a grassy field, holding hands. They are wearing casual clothing like t-shirts and shorts. The background is slightly blurred, showing more of the field and some trees in the distance.

21st Century Community Learning Centers Performance Indicators

Achievement: Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.

Behavior: Students participating in the program will show improvement on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

Evaluation: Center staff will collect and compile evaluation data and submit a final report to the State.

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Lottery for Education: Afterschool Programs (LEAPs)

In November 2002, Tennesseans voted to create a state lottery.

The General Assembly established that profits from the lottery go towards specific educational programs: college scholarships, early childhood programs and afterschool programs.

In 2005-06 *LEAPs* provided nearly \$8.9 million for 88 new afterschool programs for at-risk students across the state.

In 2006-07, 126 agencies shared \$12.3 million for afterschool services.

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Eligible Applicants

In addition to local educational agencies (LEAs), community-based organizations (CBOs), faith-based groups, and other public or private organizations can apply for funding.

Establishing partnerships with other agencies/organizations will be a very important aspect of this program.



Eligible Participants

- ❖ Youth 5-18 years old and enrolled in elementary or secondary school;
- ❖ 50% of students enrolled **must** also meet one of the following criteria:
 - qualify for free/reduced lunch;
 - be at risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability;
 - be at risk of state custody due to family dysfunction;
 - be enrolled in and attending a public school failing to make adequate yearly progress (AYP);
 - be attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice; or
 - be at risk of failing one or more subjects or are behind grade level by at least one year.

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Program Priorities

Programs established must be designed to reinforce and complement the regular academic program of participating students.

All activities must be educationally based & **must** include:

- Services to students on an average of 15 hrs. per week;
- Reading skills development and enhancement;
- Math or science skills development and enhancement;
- Computer literacy and skills development;
- Academic mentoring or tutorial assistance; and
- Sports or leisure opportunities.

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Grant Awards

- ❖ Competitive grant contracts will be awarded in varying amounts for the delivery of services at a specific site.
- ❖ Grant amounts will vary based on the scope and costs involved.
 - Funding Range of \$5.00 - \$7.50 per student, per day
 - Matching funds are **not** required
- ❖ Services should be provided for a minimum of 180 days.
- ❖ 1 year grant cycle
 - Programs making adequate progress may have grants extended an additional year.

A group of children, mostly of elementary school age, are standing in a circle on a grassy field, holding hands. They are wearing casual summer clothing like t-shirts, shorts, and dresses. The background is bright and slightly out of focus, suggesting an outdoor setting. The text is overlaid on the left side of the image.

Location

Programs must be established in elementary or secondary schools or in any other location that is at least as available and accessible as the school.

Programs must establish a ***plan*** for safely transporting students to and from the center and home.

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Where Do We Go From Here?!?!

Components of a Grant Proposal

Needs Assessment

Project Design

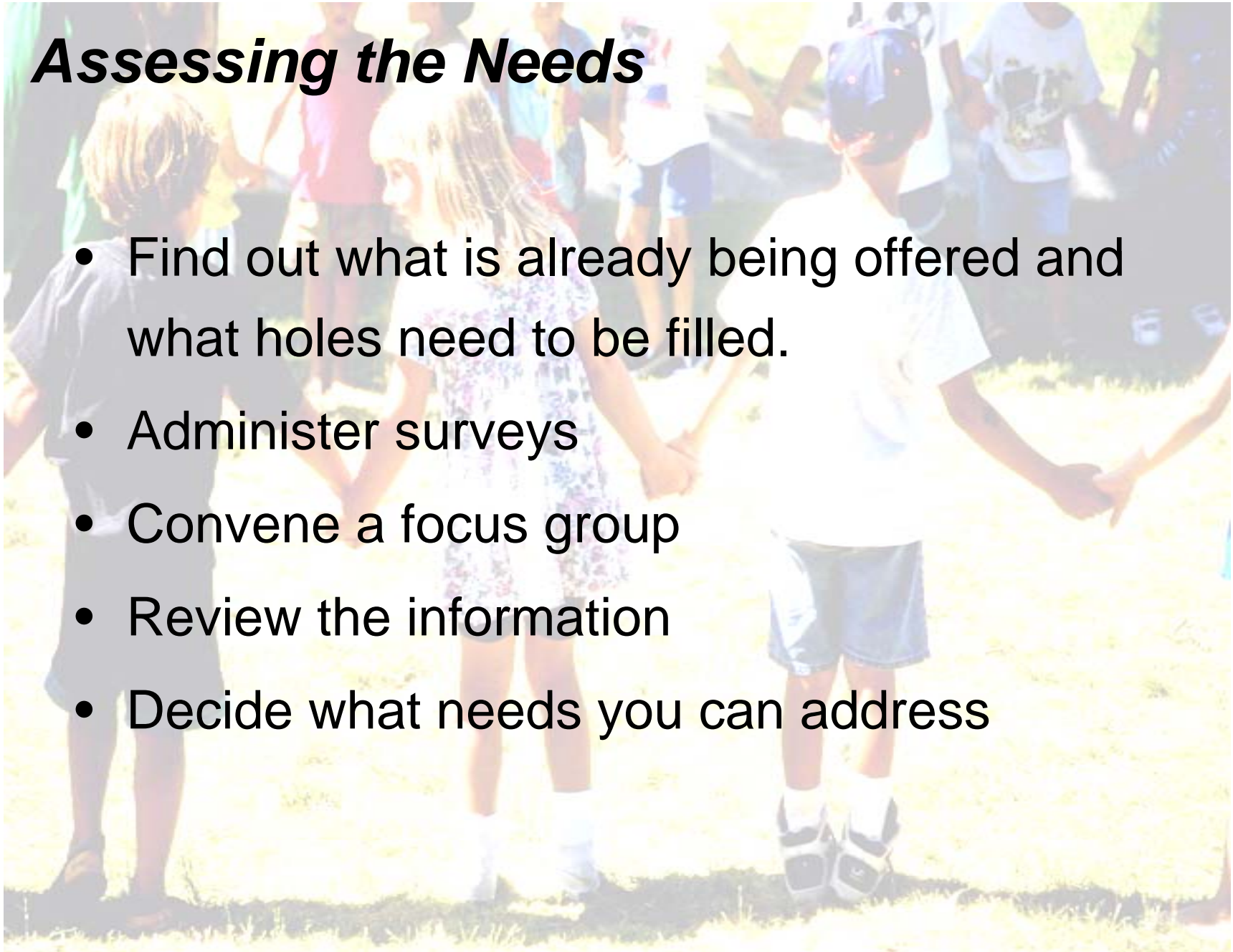
Performance Measures

Effective Partnerships

Fiscal Responsibilities

Assessing the Needs

- Find out what is already being offered and what holes need to be filled.
- Administer surveys
- Convene a focus group
- Review the information
- Decide what needs you can address



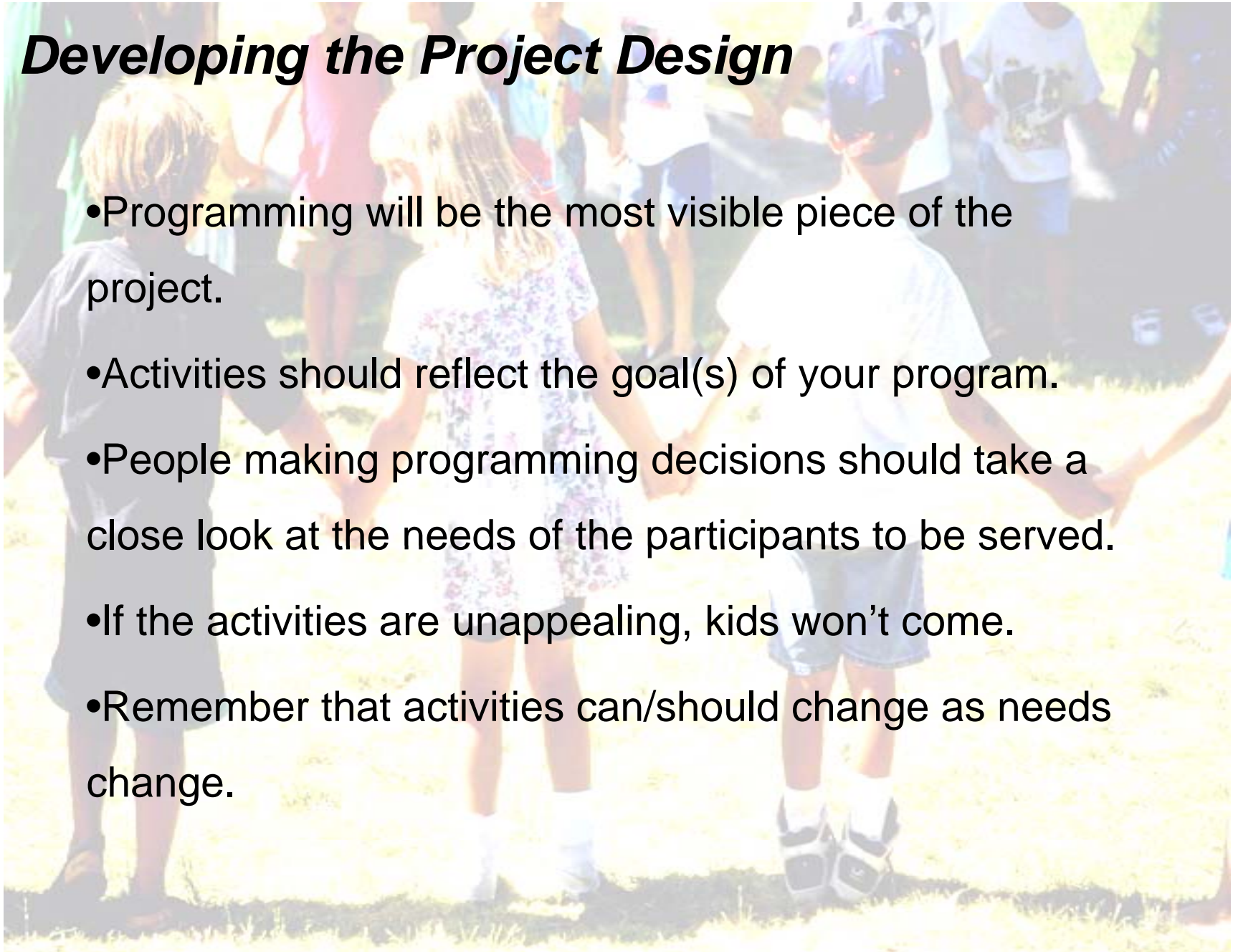
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Afterschool programs keep kids safe, help working families and improve academic achievement.

- More than 28 million children today have parents who work outside the home.
- As many as 15 million kids have no place to go once the school day ends.
- Studies show that students involved in afterschool programs get better grades, attend school more and have improved behavior. They also express greater hopes for the future and more interest in school.
- Teens who participate in afterschool are less likely to skip class, use marijuana and other drugs, smoke, drink alcohol or engage in sexual activity.
- Two-thirds of Americans say that it is difficult to find programs in their communities and that not enough programs are available.
- About 16 percent of children and adolescents are now seriously overweight. Afterschool programs can provide substantial amounts of health-enhancing physical activity and opportunities to practice skills taught in physical education courses.

Developing the Project Design

- Programming will be the most visible piece of the project.
- Activities should reflect the goal(s) of your program.
- People making programming decisions should take a close look at the needs of the participants to be served.
- If the activities are unappealing, kids won't come.
- Remember that activities can/should change as needs change.



Establishing Performance Measures

- Clearly describe the goals/outcomes for the project
 - Explain the expected results and benefits of the activities
 - Determine the impact of the activities on the students you will serve
- > Should be concrete, measurable and achievable within a specific timeframe

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Establishing Partnerships

Establishing partnerships will be a very important aspect of any project.

Community-based organizations are required to form partnerships with LEAs, but in the same turn LEAs must seek out community partners.

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Principles for Successful Partnerships

Child Care Partnership Project (<http://nccic.org/ccpartnerships>)

1. Have clear goals
2. Select indicators and performance measures to monitor efforts productivity
3. Involve students and families in development of program and activities
4. Include your key stakeholders from the beginning
5. Define partners roles and responsibilities

A background image showing a group of children of various ages holding hands in a circle on a grassy field. The image is slightly faded to allow text to be read over it.

Successful Partnerships (cont'd)

6. Communicate with partners
7. Be flexible
8. Draw on the strengths of partners
9. Make the project visible to the public
10. Maintain momentum and strive for sustainability

Possible Partner Organizations

Senior Citizen Centers

Museums, zoos, parks

Youth Organizations

Civic, professional, volunteer groups

Local Businesses

Recreation Centers

Law Enforcement Agencies

Colleges/Universities

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Fiscal Responsibilities

The budget should be reasonable for the proposed activities. Provide sufficient detail/explanation of how funds will be used.

BASIC FISCAL PROCEDURES:

- ✓ Approved Program Plan & Budget
- ✓ Grant Contract
- ✓ Expenditures/Documentation
- ✓ Reimbursement Requests & Payments
- ✓ Site Visits

A group of children are standing in a circle on a grassy field, holding hands. The children are of various ages and are wearing casual clothing. The background is slightly blurred, showing more children and a grassy area.

Special Fiscal Areas of Concern

- Personnel
- Equipment & Supplies
- Contractual Services
- Travel
- **SUPPLEMENT vs SUPPLANT**

A group of children, including a boy in a grey shirt and a girl in a floral dress, are holding hands in a circle on a grassy field. The image is slightly faded to serve as a background for the text.

For more information on grant writing, visit these sites:

<http://www.cpb.org/grants/grantwriting.html>

<http://712educators.about.com/cs/grantwriting/a/grantwriting.htm>

<http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html>

<http://www.npguides.org/guide/index.html>

www.thechallenge.org

GOOD LUCK!!